

Primary Leader/Teacher Guide

A Sabbath School Resource for Leaders/Teachers of Primary Children
GraceLink Sabbath School Curriculum

Year D, First Quarter

www.gracelink.net

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This Bible study guide is about ...

Lessons one through four are about serving others.

- Jesus helps me treat others as I want to be treated.
- Jesus wants me to put others first.
- I serve Jesus when I bring others to Jesus.
- I will tell others what Jesus has done for me.

Lessons five through eight teach us that God's love never ends.

- When I am far from Jesus, He comes looking for me.
- Jesus looks for me, because I am precious to Him.
- Jesus will help me when I am in trouble.
- The Sabbath is a day to learn more about God's love.

Lessons nine through thirteen remind us that Jesus died to save us.

- We thank Jesus for choosing to save us.
- We thank Jesus for being willing to suffer for us.
- We want Jesus to be our personal Saviour.
- We choose to have a happy future with Jesus!
- We want to be with Jesus when He comes back for us.

God's grace. Grace is a word that helps explain God's love in action toward people, who don't deserve it.

- Grace is God's love providing Jesus Christ as a sacrifice for our sins.
- Grace is God's love encouraging us to accept that sacrifice.
- Grace is God's love inspiring us to respond in praise and worship.
- Grace is God's love giving us the wisdom and strength to treat one another with love and respect, just the way He treats us.



**So, welcome to GraceLink. God's grace is power.
It's the unlimited, for sure, forever power that
finds you and fills you up with everything
you need to live a full and wonderful life
in Him.**

To the leaders/teachers,

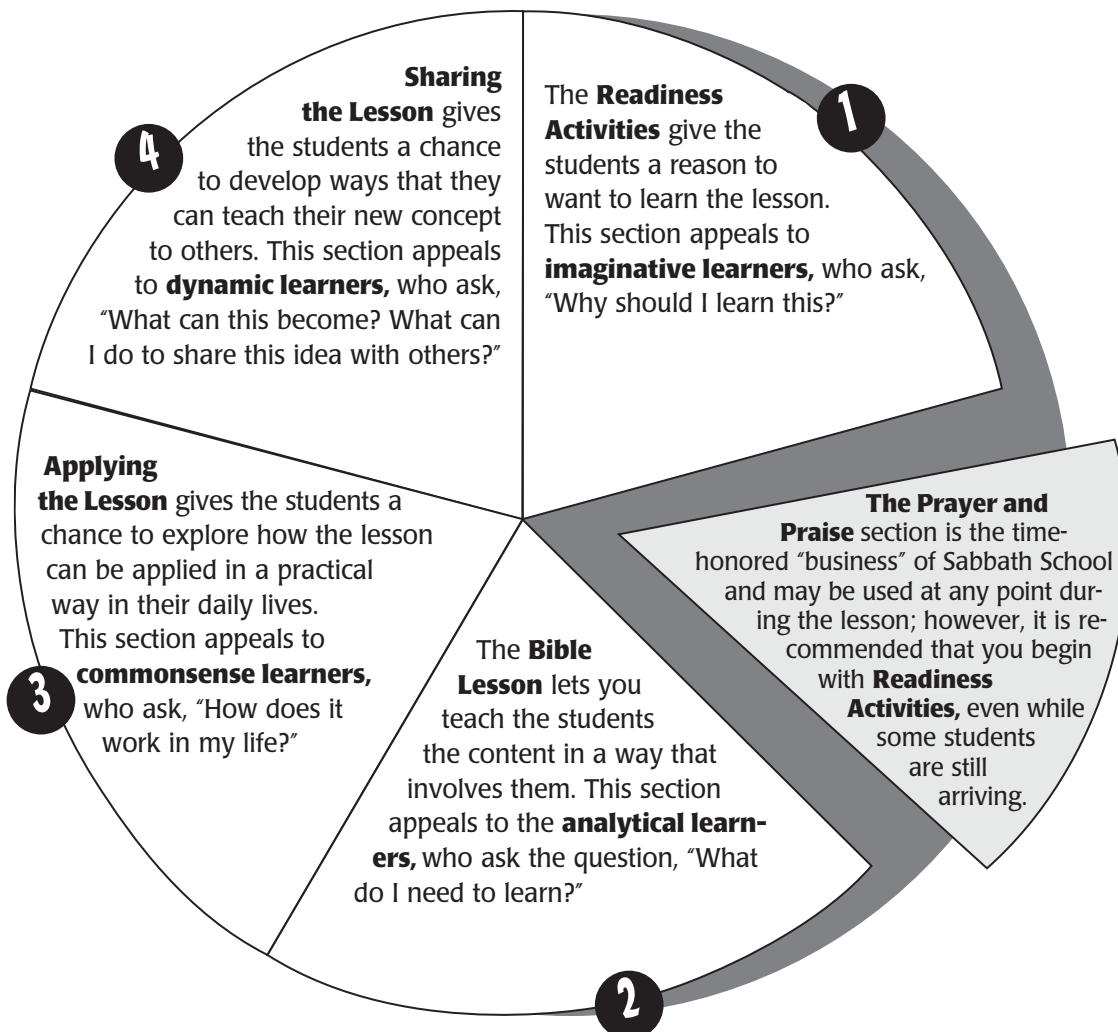
These guides were developed to:

A. Introduce the lesson on Sabbath, inspiring students to study that same lesson throughout the following week.

B. Focus the entire Sabbath School time on one message, one point about God's grace, the response of worship we make to that grace, or how that grace empowers our loving relationships with one another and our service to a world God's love created and sustains.

C. Give students active learning experiences so that they can more readily internalize the truths being presented. These experiences are followed by debriefing sessions in which you ask questions that lead the students to reflect on what they experience, interpret the experience, and apply that information to their lives.

D. Reach each student in the way he or she learns best. By following the natural learning sequence on which these outlines were based, you will also connect students with "the message" for the week in a way that will capture each one's attention and imagination.



E. Involve the adult Sabbath School staff in new and flexible ways. A very small Sabbath School can be managed by one adult.



A larger Sabbath School can be managed by one leader/teacher with other adult volunteers to facilitate the small group interaction. This gives small group

facilitators a maximum involvement with the students and their dynamic learning while requiring a minimum of preparation on the facilitator's part.

A creative alternative is to enlist leaders/teachers with different personal learning styles to lead different segments of the program.

(For more detailed information about the natural learning sequence, the learning styles, and other dynamics of teaching and learning, contact your conference Sabbath School or Children's Ministries directors.)

To use this guide . . .

Try to follow the natural learning sequence outlined, but adapt activities as necessary to make the program work in your particular situation.

Look ahead at the Program Overview for each week so you can be prepared with the simple materials suggested.

Always have available regularly used supplies such as:

- aluminum foil
- art supplies (glue sticks, fabric glue, glitter sticks, craft sticks, etc.)
- bags (paper, plastic, sealable plastic; large and small)
- balloons
- baskets, bowls, jars for collecting offering
- beanbags
- Bibles
- Bible-times costumes
- blindfolds
- boxes, large and small
- cassette tape and/or CD player
- chalkboard or dry erase board
- cotton balls or fiberfill
- costumes (Bible-times: robes, head dress, sandals, rope or heavy yarn, large T-shirts)
- cups (disposable, paper/plastic/Styrofoam)
- electrical extension cord
- flashlight
- gifts (small, inexpensive)
- hole punch
- index cards
- Jesus stickers and pictures
- magazines and catalogs (old—for cutting)
- magnets
- nature specimens
- paper clips (steel)
- paper plates, large and small
- papers, large and small (newsprint, rolls of brown paper, poster board, construction paper [various colors, lined and unlined])
- pencils, pens, markers, crayons, colored pencils
- ribbon
- rhythm instruments
- rubber bands
- scissors
- self-stick notes (Post-it® notes)
- stapler and staples
- stickers
- string
- tape (masking, cellophane, double-stick)
- yarn (several colors)

Additional Supplies Required for This Quarter

Lesson 1

- arm pattern for “Giant Hug” (see p. 13)
- box covered with gold paper
- sawdust or sand
- wooden board
- large, simple drawing of an eye

Lesson 2

- paper play money
- paper cups
- water
- tray
- small dish towel
- copy of “First Place Certificate” for each child (see p. 140)

Lesson 3

- ties for legs or arms
- large blanket (optional)
- books
- a disabled person in a wheelchair
- adult “paralytic”
- active music
- picture of Jesus

Lesson 4

- large tin can or bucket to sit on
- clean gauze, cotton, or white linen cut into small squares
- basin of clean water
- rebus puzzle (see p. 45)

Lesson 5

- sheep cutouts (see p. 141)
- adult helper dressed in Bible-times costume
- shepherd’s rod (tall stick)
- chairs to make enclosure
- broom
- adhesive bandages

- plastic wrap
- black or white sock for each child
- 1/2 -inch (1 cm) black pom-poms or wiggly eyes—two per child
- 3 x 2-inch (8 x 5 cm) pieces of black or white felt to match sock—two per child
- 1 x 2-inch (2.5 x 5 cm) piece of red felt—one per child
- cotton balls—handful per child

Lesson 6

- tray
- ten items covered with a cloth
- ten “silver coins” made from cardboard circles covered with aluminum foil
- table
- three chairs
- candle
- candlestick
- matches
- broom
- rug or towel
- large coin
- photocopy of paper money (see p. 142) for each child
- real money of highest denomination possible

Lesson 7

- large pan(s) of water
- key patterns (see p. 143)
- instructions for making paper boats (see p. 144)
- rectangular table (to turn upside down)
- spray bottles filled with water
- room lights
- electric or paper fan(s)

- boxes of uncooked rice
- sailing boat cutouts (see p. 145)
- magnetic tape

Lesson 8

- various types of raw grain
- one or more sacks with several objects inside
- wheat, if possible
- kernels of grain (oats, wheat, rice)
- copies of "To the Grainfield" (see p. 146)
- planning sheets (see p. 147)
- bulletin inserts (see p. 148)

Lesson 9

- lowest value coin in local currency
- highest value coin in local currency
- paper currency of larger value than coin
- cup with strong, unpleasant liquid for drinking (pure lemon or lime juice, soy sauce, etc.)
- pillows and blankets (optional)
- small white paper cups
- directions for choice maker (see p. 149)

Lesson 10

- news desk (table)
- spear, shield, helmet for Roman soldier (optional)
- copies of script
- adhesive or cloth bandages
- rope

Lesson 11

- wood or cardboard for making a large cross 5 or 6 feet (2 1/2 to 3 meters) tall

- branch from a bush or plant with thorns
- cross cutouts (see p. 150)
- log or wood about 6 feet (3 meters) long
- large nail
- hammer
- several layers of heavy cloth
- small blank cards
- life preserver pattern (see p. 151)
- Jesus stickers (optional)

Lesson 12

- shoe box lid or piece of cardboard
- small rock
- medium-sized rock
- small rock for each child
- empty egg carton
- 12 empty plastic eggs (optional)
- contents for eggs: wheat cracker, silver coin, piece of dark red or purple cloth, thorn, small cross (cardboard), nail, sponge, toothpick wrapped in foil, gauze, small rock

Lesson 13

- wooden sticks (dowels)
- felt
- nylon thread
- hook
- helium balloon (if available)
- photocopy of Jesus on a cloud pattern (see p. 152)

Lesson	Bible Story	References	Memory Verse	Message	Materials
SERVICE: Jesus calls us to serve others.					
Lesson 1 January 1	Speck/plank parable (Do unto others)	Matt. 7:1-12; DA 298-314, 640; MB 123-137	Matthew 7:12, NIV	Jesus helps me treat others as I want to be treated.	See p. 11
Lesson 2 January 8	James and John want good places in the kingdom.	Matt. 20:20-28; Mark 10:35-45; DA 435- 437, 548-551	Mark 10:43, NIV	Jesus wants me to put oth- ers first.	See p. 21
Lesson 3 January 15	Paralytic lowered through roof.	Matt. 9:1-8; Mark 2:1-12; Luke 5:17-26; DA 267-271	Romans 12:10, NIV	I serve Jesus when I bring others to Him.	See p. 31
Lesson 4 January 22	Jesus heals a man blind from birth.	John 9; DA 470-475	John 9:25, NIV	I will tell others what Jesus has done for me.	See p. 41
GRACE: God's love finds me wherever I am.					
Lesson 5 January 29	Parable of the lost sheep	Matt. 18:12-14; Luke 15:3-7; COL 186-192	Matthew 18:14, NIV	Jesus comes looking for me when I am far from Him.	See p. 51
Lesson 6 February 5	Parable of the lost coin	Luke 15:8-10; COL 192-197	Luke 19:10, NIV	Jesus looks for me, because I am precious to Him.	See p. 61
Lesson 7 February 12	Jesus calms the storm.	Matt. 8:23-27; Mark 4:35-41; Luke 8:22- 25; DA 333-337	John 14:27, NIV	Jesus will help me when I am in trouble.	See p. 71
Lesson 8 February 19	Jesus does good on the Sabbath.	Matt. 12:1-13; Mark 2:23-3:5; Luke 6:1- 10; DA 281-289	Matthew 12:8, NIV	The Sabbath is a day to learn more about God's love.	See p. 81
WORSHIP: We remember what Jesus has done for us.					
Lesson 9 February 26	Jesus prays in Gethsemane.	Matt. 26:36-56; Mark 14:32-50; Luke 22:39-53; John 18:1- 12; DA 685-697	Luke 22:42, NIV	I thank Jesus for choosing to save me.	See p. 91
Lesson 10 March 5	Jesus on trial	Matt. 26:57-27:2, 11-14; Mark 14:53- 15:5; Luke 22:54- 23:12; John 18:12-38; DA 698-715, 723-731	Isaiah 53:5, NIV	I thank Jesus for being willing to suffer for me.	See p. 101
Lesson 11 March 12	The Crucifixion	Matt. 27:15-66; Mark 15:6-47; Luke 23:13- 56; John 18:39- 19:42; DA 731-764	John 3:16, NIV	I want Jesus to be my per- sonal Saviour.	See p. 111
Lesson 12 March 19	The Resurrection	Matt. 28:1-15; Mark 16:1-14; Luke 24:1- 49; John 20:1-31; DA 769-808	Luke 24:6, NIV	Because He lives again, I can choose to have a happy future with Jesus!	See p. 121
Lesson 13 March 26	The Ascension	Luke 24:50-53; Acts 1:1-12; DA 829-835	Acts 1:11, NIV	I want to be with Jesus when He comes back for me.	See p. 131